Subject Description Form

<table>
<tr><td>Subject Code</td><td>APSS 5060</td></tr>
<tr><td>Subject Title</td><td>Advanced Cognitive Psychology</td></tr>
<tr><td>Credit Value</td><td>3</td></tr>
<tr><td>Level</td><td>5</td></tr>
<tr><td>Pre-requisite / Co-requisite/ Exclusion</td><td>Nil</td></tr>
<tr><td>Assessment Methods</td><td>
<table>
<tr><th>100% Continuous Assessment</th><th>Individual Assessment</th><th>Group Assessment</th></tr>
<tr><td>1.Two Multiple choice quizzes (at mid- term and the end of the term)</td><td>50%</td><td>--</td></tr>
<tr><td>2. Seminar Presentation</td><td></td><td>20%</td></tr>
<tr><td>3. Individual Written Paper</td><td>20%</td><td></td></tr>
<tr><td>4. Seminar Preparation Draft</td><td>10%</td><td></td></tr>
<tr><td>% Examination</td><td>--</td><td>--</td></tr>
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<tr><td>Objectives</td><td>This subject covers a selected range of major construct and theories in cognitive psychology to help students understand some common cognitive processes. It is aimed at enabling students to gain more advanced experience of some of cognitive psychologists' studied issues through their own experimentation and analyses. The subject provides students with opportunity and supervision to engage in learning activities that can stimulate them to appreciate research findings on learning and methods of thinking. The class will also allow independent planning and execution of experiments. Finally, implications for clinical and educational contexts will be examined.</td></tr>
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Intended Learning Outcomes	Upon completion of the subject, students will be able to: a. acquire knowledge of some common cognitive processes using multiple perspectives from major theories in cognitive psychology, recognizing the range of research methods, evidence and applications; b. identify and differentiate neuroscience and psychological theories of cognition; c. formulate research questions and make attempts to carry out empirical studies topics of interest in cognitive psychology; d. draw upon personal experiences of mental representations and to make links with the popular discussion of thinking methods and learning approaches. e. apply findings in clinical, social, educational and community settings and in Chinese context.
Subject Synopsis/ Indicative Syllabus	1. Introduction - Cognitive psychology & cognitive science: definition and domain - Information-processing model and parallel distributed processing model 2. Perception and Attention - Perception and determinants of perception - Attention processes and sensory experiences 3. Consciousness - Research of implicit memory, sleep and amnesia - Consciousness versus unconsciousness - Changing conception & contemporary models of consciousness - Functions of consciousness - 4. Introduction - Cognitive psychology & cognitive science: definition and domain - Information-processing model and parallel distributed processing model 5. Perception and Attention - Perception and determinants of perception - Attention processes and sensory experiences - 6. Consciousness - Research of implicit memory, sleep and amnesia - Consciousness versus unconsciousness - Changing conception & contemporary models of consciousness - Functions of consciousness

Subject Synopsis/ Indicative Syllabus	7. Introduction - Cognitive psychology & cognitive science: definition and domain - Information-processing model and parallel distributed processing model 8. Perception and Attention - Perception and determinants of perception - Attention processes and sensory experiences 9. Consciousness - Research of implicit memory, sleep and amnesia - Consciousness versus unconsciousness - Changing conception & contemporary models of consciousness - Functions of consciousness 10. Memory - Short term memory, long term memory, and working memory - Encoding, storage and retrieval in short term memory - Durability and fallacy of long term memory 11. Representation of Knowledge - Models of semantic memory - Declarative knowledge and procedural knowledge in a proposed taxonomy of memory structure 12. Cognitive Development - Cognitive development: Piaget's developmental stages of intelligence - Comparison of Piaget and Vygotsky's cognitive development perspective - Developmental changes in cognitive abilities throughout infancy to adulthood in information-acquisition skills, higher-order thinking 13. Thinking and Complex Cognition - Thinking as a transformation process - Concept formation - Logic: deductive and inductive reasoning - Human decision making: theories and heuristics - Problem solving: top-down or hypothesis-driven processing - Creativity: judgment criterion and capacity for nurturance 8. Applications to educational and clinical settings across different age ranges and different cultural contexts

Teaching/Learning Methodology

Face-to-face lectures, seminars and lab sessions 39 hours
TOTAL **39 hours**

Rationale: The lectures will provide the opportunity to learn and consolidate the conceptual framework of the subject area. The lectures will also stimulate reflection on the applications to the subject area to the real world.
The lab session will promote appreciation of the experimental paradigm and methods of assessing cognition. The seminars will help to consolidate learning and enhance analytical and creative thinking as well as team collaboration in learning.

Assessment Methods in Alignment with Intended Learning Outcomes

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				
		a	b	c	d	e
1. Two Multi choice quizzes	50%	✓	✓	✓	✓	
2. Seminar presentation (group)	20%	✓	✓	✓	✓	✓
3. Individual Written paper	20%	✓	✓	✓	✓	✓
4. Seminar Preparation Draft	10%	✓	✓	✓	✓	✓
Total	**100 %**					

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

The MC quiz is to ensure that the students have a good understanding of the basic concepts of cognitive psychology. The seminar presentation is to enhance analytical thinking and interaction with peers.

- The grade is calculated according to the percentage assigned;
- The completion and submission of all component assignments are required for passing the subject; and
- Students must pass all of the component assignments at the grade of D (standard of passing) so as to pass the subject.

Student Study

Class contact:

Effort Expected	▪ Lecture and lab session	39 Hrs.
	Other student study effort:	
	▪ Self-study	46 Hrs
	▪ Individual Written Paper and Group Presentation	50 Hrs
	Total student study effort	135 Hrs

Reading List and References

Essential Textbook

Sternberg, R.J., & Sternberg, K (2017). Cognitive Psychology. Boston, MA : Cengage Learning Cengage Learning.

Recommended Textbooks

Reed, S. K.. (2013) Cognition: theories and applications (9th edition.). Belmont, CA: Wadsworth, Cengage Learning.

Robinson-Riegler, B. & Robinson-Riegler, G. (2017). Cognitive Psychology: Applying the Science of the Mind (4th edition). New York, NY : Pearson

References

De Houwer, J., Hughes, S. & Barnes-Holmes, D. (2017). Bridging the Divide Between Functional and Cognitive Psychology. Journal of Applied Research in Memory and Cognition, 6, 47-51.

Johnson, M.K. (2016). Cognitive Neuroscience: Applied Cognitive Psychology.
Journal of Applied Research in Memory and Cognition, 5(2), 110-120.

Vuorre, M. & Bolger, N. (2018). Within-subject mediation analysis for experimental data in cognitive psychology and neuroscience.Behavior research methods, 50(5), 2125-2143.

Recommended Academic Journals

Selected articles and special series in the following journals:

1. *American Psychologist.*
2. *Behavioral Science.*
3. *Biological Psychology.*

	4. *Cognitive Psychology.* 5. *Cognitive Therapy and Research.* 6. *Journal of Applied Psychology.* 7. *Journal of Experimental Psychology.*